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# Positive Solutions to Find a Job

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Cultural mismatches between companies and employees

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## Abstract

Psychology is not just the study of disease, weakness, and damage; it also is the study of strength and virtue (Seligman & Csikszentmihalyi, 2000). Attempts to change this thinking school is the theory of Positive Psychology from Seligman which is the base for this dissertation. The methodology used in our model followed the hypothesis testing in order to assess the veracity of positive behaviors affecting the outcome of finding a job. Therefore, through the use of Logistic Regressions, several results proved that positive behaviors such as optimism are indeed affecting the way we apply to a job and how satisfied we are with it. Thus, since each country presents a different set of cultural behaviors such as the level of optimism and self-determination, companies and education systems that are internationalizing should concern cultural impacts and maybe mind about cultural teachings to local workers to improve their adaptation to the institution.

The models studied in this dissertation should be tested again with different samples in order to bring more consistency to this subject.

### Keywords:

Positive Psychology, Globalization, Adaptation, Geert Hofstede, Cultural Mismatches.

## Purpose of Project

As Friedman says “We live in a flat world”. With “flat world” Friedman means that we are becoming a single market with similar needs and behaviors, which is not completely wrong. As a consequence of globalization many companies are now offering the exactly same products and are producing them in exactly the same manner in distinct places, all over the world. The reason is that our needs and consumption of products and services are becoming similar anywhere in this world. So, at the same time a company is becoming a multinational institution, so we are becoming globalized workers, with the exactly same job in other countries. The globalization comes not only in form of industries and businesses but also in the human form. We are globalizing ourselves as workers.

The problem in discussion is the following. Companies are globalizing themselves, and in order to maintain a certain corporate culture in a completely different operating market, they need to have their local workers fully integrated with the set of values and believes of the firm. So, there is a need to match the culture within a company to the cultural believes of a country’s population. For this purpose, psychology gains a higher relevancy since the way we behave is connected to the society we grown up. Moreover, the psychological variables that this study addresses, are a core trigger to the way each individual behave and face obstacles, and they can change across different cultures. That’s why this dissertation is studying the effect of these variables into the process of finding a job. To get another perspective of the importance of these variables in the process of finding a job, take a look at the next example. Consider two candidates with the exactly same educational and social background applying for the same job vacancy. The question becomes, which one has better opportunities to be chosen? Which differences between workers can enhance their probability of getting the job contract?

Since they came exactly from the same university, having the same courses and a very similar life background, it turns up to be very difficult for a company to decide who to hire. The next step goes even deeper in this recruitment process. They need to find differences between both candidates in order to pick the best one. In this Master's project we assume that critical factors include psychological behaviors such as optimism, creativity, resilience and courage among others, “*ceteris paribus*”.

Concluding the analysis of these variables are of extremely relevancy for this dissertation. Going through this study the reader will understand that in fact is possible to create and enhance a positive mindset in individuals and that this positive switch brings efficient outcomes.

## Theoretical Background

### Context

During the times of the post-war of World War II a massive volume of patients required psychology attention. This unexpected increase in psychology treatment completely shift the focus of the science itself. The reason for the change was the nature of the treatment that they were looking for. These patients where clearly lacking confidence, trust, self-esteem simultaneously with presenting mental disorders such as phobias, schizophrenia and other mental issues that were completely unknown to psychologists. As a consequence for this human behavior, psychologists start to see the human individual as a source of problems rather than individuals with the ability to surpass these difficulties by their own.

Psychology then became a victimology concentrating only on repairing damage rather than focusing on enhancing positive characteristics in the human way of thinking.

Although this study focus on the theory of positive psychology, the business approach at that time had positive outcomes such as 14 disorders now curable that were previously considered as intractable. But something was missing in the psychology field. A perspective which focus on building strengths and virtues.

### Definition of Positive Psychology

Contrasting with the context above is the definition of Positive Psychology. From the father of this theory, Martin E.P. Seligman, we got the following definition: “*the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions.*” (Seligman and Csikszentmihalyi, 2000)

Rephrasing the definition above, Positive Psychology focus on understanding how individuals despite of all difficulties, manage to live their lives with dignity and purpose. (Seligman, 2000)

The base for this theory can be found on the following questions: How people are able to move on when facing demotivating and disappointed hard obstacles and troubles in their lives? Where this strength does comes from? What kind of behaviors and believes a person has that facilitates to override determined difficulty?

The answer to these questions rely on prevention. Positive Psychology tells us how can people prevent themselves from falling into depression and give up living. It is giving us buffers against mental illnesses which consists in building strengths on individual's character.

This is the Nikki Principle: “*Building a strength, such as optimism, and teaching people when to use it, rather than repairing damage, effectively prevents depression and anxiety.*”

### Beliefs and Empirical Results

Based in the Nikki Principle, Seligman supports the evidence of prevention by building virtues on individuals. Seligman believe that the most efficient way of preventing drug abuse in teenagers who grow up in a neighborhood that puts them at risk is by identifying and amplifying strengths that they already have. Keeping these teenagers focused on what they truly like and building social interrelationship skills is much more efficient than simply state to avoid bad paths.

Therefore, raising teenagers with good virtues such as courage, optimism, honesty, perseverance, rationality, among others come to be more effective in diminishing the probability for diseases as schizophrenia and other mental depressions.

Empirical results on issues such as preventing bad behaviors in problematic school atmospheres and murderous actions in neighborhoods by children, have definitely shown more advances through building competency than correcting weaknesses.

### Why we need Positive Psychology?

The main reason it's the negative bias the human individual has in everything he does. For example, when a stranger helps another person, psychologists are quick to find the selfish benefit in the act, unwilling to acknowledge the existence of altruism. Unfortunately, we are more focused on identifying bad conducts rather than pointing out good practices and good behaviors. However, there are possible reasons that might explain the negative bias which is related with our social behaviors and historical events. First, we have compassion, where the human individual prioritize those who is already suffering to be helped first than others that are not. Then follows the historical event of the post-war period where the psychologists totally forgot the capacity that individuals have to surpass problems. The last reason concerns the number of times we face negative

situations comparing with positive ones. It is proven that positive events happen more often than negatives ones and that explains why we are affected much more by negative situations. (Baumeister, Bratslavsky, Finkenauer and Vohs, 2001).

Think about this by taking into account our survival instincts. Facing a dangerous situation we rapidly forget everything good in it and we just want to survive without worrying with anyone. Soon the popular sentence “every man for himself” takes action.

It becomes clear that the human thinking behavior and the human interaction is lacking a positive mindset. We don’t know how to face difficult situations and that’s why positive psychology can make relevant changes into this field.

### Glocal Approach

The Glocal Approach is a combination of two business visions; a Local vision and a Global vision, where the local one follows a market-orientated strategy and the Global one relies on a product-orientated strategy. A market-orientated strategy means that a company should look first to the needs of each single market and then work towards those needs. Basically, this context assumes that each market is composed by specific customers looking for specific needs to be fulfilled, therefore a company should tailor its products and services according to those needs.

A product-orientated company uses a product-as-hero theory and basically they trust so much on their product/service quality that they sell it in exactly the same way all over the world. Companies using this strategy don’t adapt to market needs and basically they follow the same strategy wherever they do business. Examples of companies using this strategy are Gucci, Hugo Boss and the original Ford Motor Company where Henry Ford

describes the strategy through the popular sentence “You can have your car in what color you wish, as long as it’s black”.

Both business strategies have imperative advantages that each company must have to reach success. Being local is imperative for companies because “we live in a spiky world with many interesting local differences to be explored” and “people are more willing to defend their positions when aligned with local cultures” (Lages 2010).

Being Global brings important advantages such as achieving economies of scale and scope, offering more affordable prices to the market and increasing the number of clients by targeting the global market (Lages 2010).

With the combination of both strategies a company achieves the best of both worlds, having the local advantages while enjoying the global ones. Thus, by following a Glocal Approach a company can enjoy economies of scale and scope by targeting a global market, and at the same time offer a product that satisfies a specific market need and desire.

Considering the example of Unilever, the company followed a Glocal Approach with the brand Dove when they start marketing the brand for questioning the beauty of stereotypes for women. Through a marketing research they found that 90 % of the total women in the world didn’t feel pretty and comfortable with themselves. This basically is the local need spread all over the world that made it possible for Dove to follow this approach.

Concluding, being Glocal means finding local needs that are common all over the world and then work towards the fulfillment of these needs.

This vision is also applicable to the process of finding a job. Adopting a Glocal Approach means that a company pursuing an international strategy would concern cultural



differences when establishing in a country. Basically, the local need existing everywhere in the world is the demand for skilled workers. Therefore, the first step on creating a Glocal Approach is realizing that there are similar needs existing in different regions that may require the same strategy to be applied. The second step is understanding what those similarities are and what would be the implementation process for creating a subsidiary in a different country with a different culture. The third step would be actually creating cultural believes and teaching psychological behaviors that may be implemented in exactly the same way to local workers to better fit with the company culture.

### Finding a Job

#### Cultural differences making a stand

Nowadays, finding a job is much more difficult than 20 or 30 years ago. At that time who hold a degree had a job. University degree was synonym of intelligence, strong skills and a promisor future. The same doesn't apply today. According to UNESCO in the next 30 years, more people worldwide will be graduating through education than since the beginning of times. Therefore, the competition between universities and their recent graduates turns up to be really intensive. However, not only the competition is vastly increasing but also the convergence between all the university degrees is running faster. Therefore, over the years companies struggle to find differences between candidates much because the educational system is the same anywhere in the world. People are becoming very similar in what concerns the skills set, the working methodology and their business thinking. Today, holding a bachelor degree, masters or even a PhD is no longer a sufficient condition of getting a job. You need to outstand among all the applicants to be successful in the recruitment process. That's why companies are using psychometric tests. They are trying to access graduates aptitudes and personality to see how you handle with stress and how you work with other people. These variables are evaluated in any

psychometric test a company does and they are becoming the decision factor when hiring recent graduates. The problem for this dissertation comes up to be how to teach this to students. At the same time psychologists disregard to study how to build strengths and virtues on individuals, schools forgot how to enhance the human capacity of dealing with stress, how to be more optimistic and to interact with other people. Schools are often more concerned in having students with high grades on maths and languages courses rather than have a good environment set up to enhance human interaction and build a good human thinking behavior. So, as you can see the problem comes way before the university period. In our lives as human individuals we have no training about how to enhance your personality attributes which is exactly what positive psychology gives. Thus, the cultural society in which we live is being the number one reason for defining our believes and behaviors.

## Methodology

### Survey instrument development

The empirical results for this thesis rely on an online survey done to a sample of 120 respondents using the Nova Qualtrics platform. The target for this study encompasses people that are working or doing an internship. A filter was used in the beginning of the questionnaire to avoid having respondents that are not working or doing an internship at the moment. Therefore respondents that answer to the first question “No” meaning that they are not working neither doing an internship are immediately taken to the end of survey and they do not count as respondents.

The survey was developed to include several scales already established in the consumer behavior literature to measure variables such as optimism, pessimism, self-esteem and happiness which are essential to the positive psychology theory.

Examples of these scales are the Subjective Happiness Scale from Lyubomirsky & Lepper (1999), the Rosenberg Scale and the Life Orientation Test-Revised Scale from Carver, Scheier & Segerstrom (2010), measuring the variables of happiness, self-esteem and optimism accordingly.

All the scales were done in English and were adapted to better describe situations that fit the subject of finding a job. The advisor (Luis Filipe Lages) reviewed the survey in order to validate its authenticity and to provide feedback on the questionnaire.

#### Assessment of non-response bias and data profile

The final data was conducted during the month of November 2013 through an online questionnaire as previously mentioned.

Individuals were selected by being part of university groups on social networks in order to achieve a big percentage of recent employees or trainees in the sample. Thus, the sample came up with 120 individuals holding university degrees. Within the level of superior education, more than 70 % of our respondents hold a bachelor or a master's degree and the remaining 30 % of the respondents hold a MBA or a PhD.

Non-response bias was analyzed through small interviews with individuals that are part of these university groups but didn't answer the survey. Since their answers regarding the time to get a job, the level of optimism and the level of satisfaction with it were aligned with the answers obtained, we assume a non-response bias.

Concerning the level of ages for our respondents more than 70 % of the sample belong to the 18 – 25 and 26 – 34 intervals which is related with the nature of individuals we have been looking for (recent employees). The percentage of males and females on our sample was approximately 60% and 40% and their nationalities were spread all over the world.

The survey holds 5% of Americans and Brazilians, 20% for Eastern European nationalities such as Ukrainians, Slovenians, Slovaks and Russians, 60% Portuguese, 5% English and 5% French, and the last 5% include residual nationalities on the survey such as Greek, Vietnamese and Philippine.

Regarding to the believe of our sample in the existence of Positive Psychology in our educational systems, we got a curious percentage bigger than 80% saying that they think Positive Psychology should be present on our educational programs even though they didn't enjoy any program in their study programs as you will see in this study.

### Research Questions & Hypothesis

As previous mentioned, the purpose of this study is to analyze whether there is an effect of characteristics such as optimism and creativity in the process of getting a job. Considering that that set of virtues and strengths are the core of Positive Psychology, the reader should assume from this moment, the theory of Positive Psychology when reading words as optimism, courage and creativity.

Considering the scales used to measure the variables above, we have to analyze the possibility of multicollinearity between variables. We have studied all the questions for each scale and through a correlation analysis we detect which variables enjoy a strong correlation. This led us to exclude some questions in order to avoid having variables which could be explained by others. For example, the variable optimism, after analyzing and dropping all the questions that exhibit high correlation ended up to be constructed only by the questions 1,3,7 and 10 only. The analysis of multicollinearity can also be measured through the standard error. When we experience multicollinearity the values of standard error of the coefficients tend to be large (we set this value do be higher than 2)

and may lead to the rejection of the null hypothesis. So, by looking to the standard error values for our models we can confirm the non-existence of multicollinearity.

In order to get a structure for this dissertation we have to establish clear directions for the research method. The overall model will comprehend three different moments of analysis for our sample. The first stage will study the effect of Positive Psychology in the level of education. Here the individual is seen as a student and is questioned about the level of satisfaction with his university degree. On the second stage, the individual is seen as a worker and we will study the relationship between Positive Psychology and the process of getting a job. The final and last stage will also assume the individual as a worker and it will comprehend a model measuring the level of happiness with a job.

Therefore, the research questions guiding the dissertation will comprehend different periods within the process of getting a job in order to encompass three different emotional stages. The research questions are then the following:

- *Having a Positive Psychology mindset enables individuals to make better decisions during university?*
- *Does Positive Psychology decrease the duration of getting a job?*
- *Does Positive Psychology affect the level of satisfaction within a job?*

Through all the sections of this dissertation the reader will have the opportunity to see whether Positive Psychology affect or not each of these three stages given the sample studied. Since our sample includes a number of 120 recent employees, this model would need to be re-analyzed using other samples to have more credibility and statistical significance.

Moving forward, the study methodology used was **hypothesis testing** which means that several hypotheses have been assumed and tested for each stage. For a better understanding, the reader should follow the structure of the survey which is in appendix II, and realize that most of the data collected resulted in ordinal or categorical variables. Therefore, the statistical tests chosen in order to analyze the variables above were an *Ordered Logistic Regression, Factorial Logistic Regression*, with the *Wald* test.

## Findings

### First stage

Regarding the first stage of our study, it is interesting to measure whether the Positive Psychology affects or not the level of satisfaction with the university degree achieved. For that purpose, we set as dependent variable the question number 15 “Would you change your area of study today” and as independent variables the questions number 2, 3 and 4 from the section “Regarding Yourself” which are the scales that measure the level of optimism, self-esteem and subjective happiness respectively. Giving the nature of the dependent variables (Categorical) the statistical test used was a Factorial Logistic Regression.

### Positive choices during education period

The current living context of each individual is affecting his/her decisions during education periods. A context of positivism is training the individual to be better prepared to face situations where a disputed thinking might be needed (Peterson, 2000; Seligman, Reivich, Jaycox & Gillham, 1995). The dispute thinking is helping the individual increasing self-esteem, for instance in a situation where you need to prove yourself you are worth of such job or such grade in an exam. By holding positive behaviors, individuals are able to pursue actions that will result in better outcomes (Seligman & Csikszentmihalyi, 2000). The more positive the individual is, the wiser he can be when

making his choices and so avoid falling into regret. This can also be applied when choosing the right university degree.

Given these arguments we hypothesize:

- *H1: Positive Psychology affects the level of satisfaction with the university degree achieved.*

Assume that our null hypothesis has a  $\mu$  equal to 0 which means that the parameters under study could be all null and still achieve the same result when the parameters in use have values. Regarding the statistical test Factorial Logistic Regression, we have established several models of analysis for the dependent variable. Some models included all the independent variables and others included just one independent variable. The outcome for all the models studied gave us low levels of significance for the model itself and for each independent variable. All the models included an interval confidence of 95% and the Wald test for all the independent variables gave an associate p-value bigger than 0, 4 which clearer states the non-significance for this model. Accordingly to this outcome, we have the pseudo R square values (Cox & Snell and Nagelkerke) which are similar measures compared with R square from the Linear Regression. Although today they are very difficult to interpret, they can be somehow interpreted the same way as R squared. Thus, the values for these pseudo R squares were all very close to 0 which means almost 0% of the dependent variable can be explained from the independent variables. Concluding, for this hypothesis we do not reject the null hypothesis “Positive Psychology doesn’t affecting the level of satisfaction with the university degree”.

It is also important to make a note regarding this first stage where the individuals are still in the university. Analyzing the data from the questions 4 and 5 which are related with

the existence of any Positive activity during the university, we found that only 15 individuals out of 120 of our sample did actually experience positive activities. Examples of these activities are musical groups associated with universities, student unions and solidarity events. So, since the sample of answers between yes and no is not statistically relevant, it's not worth of having any statistical test to find significance for these variables. However, let's keep in mind that Positive Psychology in general terms is not a usual course present in our degrees.

Concluding, we do not accept the hypothesis 1 where positive psychology affects the level of satisfaction with the university degree achieved. Although the theoretical background from Peterson, 2000 and Seligman, Reivich, Jaycox & Gillham, 1995 about "learned optimism" lead us on assuming such hypothesis, we do not have statistically relevant results to assume such proposition.

#### Second Stage

Concerning the second stage of our study model, where the individual is looking for a job after the university it is worth to study what kind of variables affect the time of getting a job. Therefore, two models were established. The first model includes as dependent variable the question 6 "How long you took to get a job?" and 4 independent variables which are optimism, self-esteem, subjective happiness and the educational background. We wonder whether these variables affect the time of getting a job or not, and if it does, what kind of impacts these strengths from individuals could contribute to their success on finding a job.

#### Job Finding Rates and Positive Psychology

Five job search methods were categorized into the following: friends and relatives, responses to newspaper advertisements, state employment agencies, direct applications



to employers, and “other methods” (Holzer, 1987). From all of the above, individuals tend to use the category of friends and relatives more frequently and more intensively as well. Also the friend’s networks have a direct impact in the probability of finding a job. An additional employed friend is increasing the job finding probability for the individual (Cappellari & Konstantinos 2011). Therefore, the positive context surrounding the individual is affecting his ability to decrease the time of getting a job.

Given these arguments, we hypothesize:

- *H2: The variable optimism affect the time of getting a job.*
- *H3: The variable self-esteem affect the time of getting a job.*
- *H4: The variable happiness affect the time of getting a job.*
- *H5: The variable educational level affect the time of getting a job.*

Concerning the test that better fits this study, we have to take into consideration again the nature of our dependent variable which is an ordinal variable, and thus the statistical test used was the Ordered Logistic Regression.

The result for the model was significant in what comes general concerns. The model fitting information present us a level of significance of 0,023 which means that our model of variables has in fact statistical relevancy. Interpreting this result of 0,023, means that we have a probability of 0,023 of getting the same chi-square result if all our parameters were null. Therefore, this leads us in assuming that at least one of the parameters have to be different than 0 in order to achieve the same chi-square that we got. (Appendix I, Table - Ordered Logistic Regression I).

Concerning the individual analysis of our variables, we found that their level of significance is not relevant except for the variable educational background which presents

a value of 0,038. Interpreting this value close to 0, it means that we reject the null hypothesis meaning that the coefficient regression Question 6 proved to be statistically different than 0. Concluding, the level of education does in fact affects the time of getting a job and we accept the hypothesis 5.

All the remaining variables hold low levels of significance and in statistical terms they do not present any relevance for this model. Concluding, we fail to reject the null hypothesis for all the remaining parameters. Optimism, self-esteem and happiness didn't prove to be statistically different than zero in this model which means we don't accept the hypothesis 2, 3 and 4 for this model.

The second model studied was the same as above but using only the independent variable of optimism and the level of education. (Appendix I, Table - Ordered Logistic Regression II). Therefore, the hypothesis for this model are again the following:

- *H2: Optimism affects the time of getting a job.*
- *H5: The level of education affects the time of getting a job.*

The reason why we set up this model was due to the fact of having a strong level of significance for optimism. The level of significance for this model is 0,023 which again means that at least one of the coefficients has to be different than 0 to achieve and the same value of our chi-square.

Analyzing the parameters estimates, we noticed that the level of significance for the variable optimism is strong with a value of 0,041 which means that we reject the null hypothesis. By other words, it means that the coefficient regression for optimism proved to be statistically different than 0 and so we reject the null hypothesis on behalf of the alternative hypothesis 2 and 5. Analyzing the other independent variable of the model

educational background, we don't reject the null hypothesis. Therefore, the coefficient regression educational background didn't prove to be statistically different than 0 and we fail to reject the null hypothesis.

Concluding, we reach different results using both models. The first model, has the outcome of rejecting the null hypothesis and accepting the hypothesis 5 meaning that in fact this variable affects the time of getting a job. The second model, has the same result but for the variable optimism since we rejected the null hypothesis and accepted the hypothesis 2 meaning that optimism affects the time of getting a job.

#### Third Stage

The last stage for our study, is also the last step on our timeline. Here, the individual has already a job and deliberates on his level of satisfaction with it. The interpretation of analyzing this variable comes in a way of knowing how happy the individual is with his job choice and to know if he has intentions to change or not his job.

The model for this last stage includes a dependent variable which is the question 14 "How happy are you in your job?" which is an ordinal variable. Therefore, the analysis of this variable will be measured through an Ordinal Logistic Regression with the coefficients of optimism, self-esteem, subjective happiness, age and level of education.

#### Job satisfaction and health

Some studies suggested a link between job satisfaction levels and health. Moreover, the definition of health encompasses both physically and mental health, where mental health is defined by the levels of self-esteem and depression among others. Results supported the evidence that job satisfaction was strongly associated with mental/psychological problems and that mental issues such as anxiety and depression lead to job burnout (Faragher, Cass & Cooper 2003).

Given these arguments, we hypothesize:

- *H6: Optimism affects the level of happiness with the job*
- *H7: Self-esteem affects the level of happiness with the job*
- *H8: Subjective happiness affects the level of happiness with the job*
- *H9: Age affects the level of happiness with the job*
- *H10: The time they are working affects the level of happiness with the job*

As you can see in the appendix I, Table – Ordered Logistic Regression III the model fitting information gives us a strong level of significance of 0,001 which means that the probability of having the same chi-square value with all the coefficients null is almost 0. By other words, at least one coefficient has to be different than 0 to achieve the same chi-square. Hence, the model has significance.

Analyzing the Cox and Snell, and the Nagelkerke pseudo R squares we can carefully say that approximately 30 % of the dependent variable can be explained by our independent variables.

Going deeper in the model and analyzing the variables in the model individually, we can detect which variables enjoy significance. By fixing the level of significance in 5% all the variables that present a lower number than 5% would be statistically relevant for our model.

As you can see in the Appendix I (Table - Ordered Logistic Regression III Individual Parameters), the parameters estimates gives us 3 significant variables for the model which are optimism with a value of 0,039, the age with a value of 0,011 and the variable “How long did you took the job” with a value of 0,03. For all of those variables, we reject the

null hypothesis and we proved that they are statistically different than 0. We accept the hypothesis 6, 9 and 10. Therefore, they do affect the level of happiness with the work.

The remaining variables of the model which are self-esteem and subjective happiness, they do not present significance for our model as individual parameters. For that reason, we do not accept the hypothesis 7 and 8, having self-esteem and subjective happiness affecting the happiness with a work.

Concluding, the level of optimism affects the level of happiness with a job. People that usually expect more positive things to happen to them are in fact happier in a job and they probably expect more often positive outcomes from that job.

The same result was achieved with the variables of age and the time they are in the job which in theoretical terms makes sense. People that are very recently in a job should have higher levels of motivation and satisfaction given they are full of energy and they want to show that they are worth of that job.

The remaining variables didn't prove to be statistically relevant for our model and although the level of significance for self-esteem is very low with a value of 0,061 it still is bigger than 0, 05 which means we don't reject the null hypothesis.

### Directions

The next step in this study is the analysis of the direction for our models and variables. It is worth to know what kind of effect our significant variables have in our dependent variables, if it is a positive effect or a negative one.

Regarding the second stage of our timeline, we presented two models with different significances for the independent variables. In the first model we concluded that the variable optimism is statistically different than 0 which means that it is affecting the

dependent variable “How long did you took to get a job”. Given this said, it is worth to know whether there is a positive or negative effect in the outcome for our dependent variable. Thus, the interpretation of our coefficients will rely on the value of Estimate present in the Appendix I (Table - Ordered Logistic Regression I). The first model, where the variable optimism is statistically relevant with a value of 0,041, has a value for the estimate of -0,350. Therefore, this negative value indicates an increased chance that a subject with a higher score on optimism will be observed in a lower category for our dependent variable. Remind that our dependent variable has the following ordinal values: 1 (0 - 6 months) ... 4 (+ 2 years). Hence, when an individual holds a high value for optimism it is more likely to spend less time searching for a job.

In the second model for this stage, see appendix I (Table - Ordered Logistic Regression II Individual Parameters), we have statistical significance for the variable level of education with a probability for Wald test statistic of 4,308 and its associated p-value of 0,038 which means by setting our alpha on 5 % we rejected the null hypothesis. Looking at the value for the estimate we can identify a strong value of -1.802 which means that by having a high score on the level of education we would expect the individual to belong to the lower values of our dependent variable. Although the other variables in the model didn't prove to be statistically different than 0, they all present negative values for estimates which would mean that by holding high levels for those variables the individual would be more likely to enjoy low levels for the time of getting a job.

Concerning the last stage of our timeline, the model presented three statistically relevant variables which are the time they are working, the level of optimism and their age see Appendix I (Table – Ordered Logistic Regression III Individual Parameters. Yet again,

to find the direction for our analysis we have to look to the values of these estimates and interpret them in the right way.

The estimate for optimism is 0,122 which made us to interpret that a higher value for optimism would increase the chance to the individual belong to a higher level of happiness with a job. Regarding the variable of age and the variable of time they are working, both estimates are negative with -1.189 and -1.565 respectively. Therefore, the more high values for the time an individual is working and for his age level it is more likely for them to enjoy less levels of happiness with their job according to our model.

Concluding, at the same time optimistic people will enjoy bigger levels of happiness within a job, older people will more likely enjoy low levels of happiness within a job and also individuals that are working more time on their job are more probable of having low levels of happiness in a job.

### Theoretical Implications

Realizing the importance of optimism and other Positive Psychology variables in the success of finding a job and the level of satisfaction with it (Faragher, Cass & Cooper 2003), companies and educational systems around the world mind find useful to start offering some coaching programs for their students and workers. It is possible to adapt those coaching sessions to multinational companies and also to universities with an international environment such as University College London and NOVA SBE for instance. The reason for adapting coaching sessions in different ways within companies and universities relies in the different cultural backgrounds those institutions might have. For instance, an institution as NOVA SBE which enjoys a lot of different cultures in their masters' degrees might find it useful to identify the lacks of soft skills each culture has and then face it by teaching modules. Obviously, this matching must have a strong

theoretical support behind which can be given through the Hofstede Model. Hofstede model is a framework for intercultural communication established by Geert Hofstede. The model established 5 different dimensions (Power to Distance index; Individualism; Uncertainty Avoidance index; Long-term Orientation and Masculinity) and fit each country culture in all the dimensions. Giving this resource, it is possible to identify what are the strengths and virtues that each culture might lack. For instance, consider case of a country that enjoys a high level for uncertainty avoidance meaning that the population feels the need to have a strong legal system and a set of rules to know how to structure life. The non-existence of a strong legal system for this country would lead them to high levels of anxiety and ambiguity, so they turn up to be a very emotional culture and they possibly become a festive culture. Empirical results, showed that they have created relaxing moments in their daily lives such as chatting with friends and dancing with guests with the purpose to face the bureaucratic world they live in. Therefore, assuming these high values of Uncertainty Avoidance, an institution as NOVA Sbe should have modules teaching students from this region on how to become more optimistic, increase the self-esteem, courage and hope. By giving them these skills, those students would be no more so dependent of bureaucratic systems and would be also more confident in achieving results by their own. By holding higher levels for self-esteem they would also be more willing to risk more in their lives and be more independent. The result of such training would be a more optimistic student, holding high levels of self-esteem who would be a much more attractive candidate for companies.

The same adaptation of coaching sessions can be adapted for international companies. When a company has operations everywhere in the world and needs to maintain its corporate image and way of operating, it will need to keep the company culture present.



Assuming each country/region has a specific culture, a company that wants to maintain its culture should evaluate what cultural dimensions that region lacks and so teach their local workers on how to become more optimistic, innovative and resilient for instance.

### Managerial Implications

Companies pursuing an international strategy would consider cultural differences an essential obstacle to be surpassed. Realizing a significant mismatch of cultures between the company and the country in which they operate, managers might find a need for monitoring the level of productivity in the company and associate it with the level of satisfaction from employees. This would lead to an analysis of productivity considering cultural mismatches which may need different company structures in each country. Sometimes, managers would see a flat structure to work better in one country and a hierarchical structure fitting better in other. This would lead the company organization to be built based on cultural needs instead of implementing a strong unchangeable corporate culture.

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A Work Project, presented as part of the requirements for the Award of a Masters Degree in Management from the NOVA – School of Business and Economics.

# Positive Solutions to Find a Job - Appendixes

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Cultural mismatches between companies and employees

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A Project carried out on the Marketing Directed Research course, under the supervision of:

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January 6<sup>th</sup>, 2014

## Appendix I

### Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	44,626			
Final	37,071	7,555	2	,023

Link function: Logit.

### Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	27,894	40	,926
Deviance	24,912	40	,970

Link function: Logit.

### Pseudo R-Square

Cox and Snell	,116
Nagelkerke	,175
McFadden	,113

Link function: Logit.

### Ordered Logistic Regression I

### Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q11 = 1]	-3,341	1,923	3,018	1	,082	-7,109	,428
	[Q11 = 2]	-1,886	1,923	,962	1	,327	-5,656	1,883
Location	optimism3	-,350	,172	4,169	1	,041	-,687	-,014
	Q6	-1,146	,755	2,305	1	,129	-2,626	,334

Link function: Logit.

### Ordered Logistic Regression II Individual Parameters

## Appendix I

### Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	66,646			
Final	55,275	11,370	4	,023

Link function: Logit.

### Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	79,899	114	,994
Deviance	55,275	114	1,000

Link function: Logit.

### Pseudo R-Square

Cox and Snell	,170
Nagelkerke	,256
McFadden	,171

Link function: Logit.

### Ordered Logistic Regression II

#### Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q11 = 1]	-9,491	5,070	3,504	1	,061	-19,428	,447
	[Q11 = 2]	-7,950	5,038	2,490	1	,115	-17,825	1,925
Location	optimism3	-,329	,193	2,889	1	,089	-,708	,050
	selfest2	-,045	,167	,072	1	,788	-,373	,283
	happ2	-,406	,220	3,398	1	,065	-,838	,026
	Q6	-1,802	,868	4,308	1	,038	-3,503	-,100

Link function: Logit.

### Ordered Logistic Regression II Individual Parameters

## Appendix I

### Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	159,273			
Final	137,470	21,804	5	,001

Link function: Logit.

### Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	248,789	223	,113
Deviance	136,083	223	1,000

Link function: Logit.

### Pseudo R-Square

Cox and Snell	,305
Nagelkerke	,327
McFadden	,136

Link function: Logit.

### Ordered Logistic Regression III

### Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q19 = 1]	-,1337	2,938	,207	1	,649	-7,096	4,421
	[Q19 = 2]	,266	2,897	,008	1	,927	-5,411	5,944
	[Q19 = 3]	2,191	2,895	,573	1	,449	-3,484	7,866
	[Q19 = 4]	4,984	2,961	2,832	1	,092	-,821	10,788
Location	optimismaggregate	,122	,059	4,244	1	,039	,006	,239
	Q11	-,1565	,525	8,894	1	,003	-2,594	-,536
	selfest2	,203	,109	3,498	1	,061	-,010	,417
	happ2	-,103	,115	,806	1	,369	-,328	,122
	Q31	-,1189	,467	6,483	1	,011	-2,105	-,274

Link function: Logit.

### Ordered Logistic Regression IVII Individual Parameters

## Appendix II – Survey Structure

This study only applies to people currently working or doing an internship

1. Are you currently working?
  - a. Yes
  - b. No
2. Are you currently doing any internship?
  - a. Yes
  - b. No

If you replied “no” to both questions, then the survey ends here.

3. What is your educational background?
  - a. Bachelor
  - b. Master Degree
  - c. PhD
  - d. MBA
4. Did you have any Positive Psychology course during your studies?
  - a. Yes
  - b. No
5. Did you participate in any club with a “Positive mindset” during your studies?
  - a. Yes. Which one? \_\_\_\_\_
  - b. No

*Regarding your job*

6. How long did you took to get a job?
  - a. 0-6 months
  - b. 6-12 months
  - c. 1-2 years
  - d. +2 years
7. Which ones of the following characteristics do you believe to have?  
1 (strongly disagree) to 5(strongly agree)
  - a. Optimism
  - b. Courage
  - c. Honesty
  - d. Resilience
  - e. Rationality
  - f. Intelligence
  - g. Faith
  - h. Hope
  - i. Self-esteem
  - j. Originality/Creativity
  - k. Flexibility



8. Which ones of the following characteristics helped you to get that job?  
1 (strongly disagree) to 5 (strongly agree)
- a. Optimism
  - b. Courage
  - c. Honesty
  - d. Resilience
  - e. Rationality
  - f. Intelligence
  - g. Faith
  - h. Hope
  - i. Self-esteem
  - j. Originality/Creativity
  - k. Flexibility
9. Is your job in your area of study?
- a. Yes
  - b. No
10. If no, what's the reason? (multiple choice)
- a. Economic crisis
  - b. Desire to try other working areas
  - c. Higher salary on other industry
  - d. Other \_\_\_\_\_
11. Do you intend to work on your area of study?
- a. Yes
  - b. No
12. For how long are you working on your current work?
- a. 0-6 months
  - b. 6-12 months
  - c. 1-2 years
  - d. +2 years
13. Where do you see yourself in 5 years?
- a. Same company
  - b. Different company but same industry
  - c. Different industry
  - d. Other
14. How happy are you happy in your job?  
*1-Not happy at all 5- Extremely happy*
15. Would you change your area of study today?
- a. Yes
  - b. No

16. If yes, why?
- a. Better job opportunities on other industry
  - b. I'm not happy on my current job
  - c. I don't have a social life
  - d. I don't receive enough money
  - e. Other \_\_\_\_\_

*Regarding yourself*

1. About your studies. My educational background allowed me to achieve:
- 1 – strongly disagree to 5 – strongly agree
- a. A clear path for my future
  - b. A job that I really want
  - c. How to balance my social and academic life
  - d. To sacrifice always for what is better for me
  - e. To face my obstacles rather than running from them
2. Please be as honest and accurate as you can throughout. Try not to let your response to one statement influence your responses to other statements. There are no "correct" or "incorrect" answers. Answer according to your own feelings, rather than how you think "most people" would answer.
- (1 = Strongly disagree 5 = Strongly agree)
- a. In uncertain times, I usually expect the best.
  - b. It's easy for me to relax.
  - c. If something can go wrong for me, it will.
  - d. I'm always optimistic about my future.
  - e. I enjoy my friends a lot.
  - f. It's important for me to keep busy.
  - g. I hardly ever expect things to go my way.
  - h. I don't get upset too easily.
  - i. I rarely count on good things happening to me.
  - j. Overall, I expect more good things to happen to me than bad.
3. Please for the following sentences.
- (1 = Strongly disagree 5 = Strongly agree)
- a. I feel that I am a person of worth, at least on an equal plane with others.
  - b. I feel that I have a number of good qualities.
  - c. All in all, I am inclined to feel that I am a failure.
  - d. I am able to do things as well as most people.
  - e. I feel I do not have much to be proud of.
  - f. I take a positive attitude toward myself.
  - g. On the whole, I am satisfied with myself.
  - h. I wish I could have more respect for myself.
  - i. I certainly feel useless at times.
  - j. At times I think that I am no good at all.

4. For each of the following statements and/or questions, please circle the point on the scale that you feel is most appropriate in describing you.
- a. In general, I consider myself:
    - i. 1 not a very happy person
    - ii. 2
    - iii. 3
    - iv. 4
    - v. 5
    - vi. 6
    - vii. 7 a very happy person
  - b. Compared to most of my peers, I consider myself:
    - i. 1 less happy
    - ii. 2
    - iii. 3
    - iv. 4
    - v. 5
    - vi. 6
    - vii. 7 more happy
  - c. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?
    - i. 1 not at all
    - ii. 2
    - iii. 3
    - iv. 4
    - v. 5
    - vi. 6
    - vii. 7 a great deal
  - d. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?
    - i. 1 not at all
    - ii. 2
    - iii. 3
    - iv. 4
    - v. 5
    - vi. 6
    - vii. 7 a great deal

5. To what extent do you believe that the factors below can prevent mental diseases (e.g. depressions, anxiety disorders).

(1 - strongly disagree to 5 - strongly agree)

- a. Optimism
- b. Courage
- c. Honesty
- d. Resilience
- e. Rationality
- f. Intelligence
- g. Faith
- h. Hope
- i. Self-esteem
- j. Originality/Creativity
- k. Flexibility
- l. Finding-purpose
- m. Realism
- n. Future-mindedness

6. Do you think Positive Psychology should be present on our educational programs?

- a. Yes
- b. No

7. What do you think Positive Psychology could bring to students?

(1 – strongly disagree to 5 – strongly agree)

- a. Build strengths on individuals to face life obstacles
- b. Build optimism on individuals
- c. Teach people to better manage their lives
- d. Better work opportunities
- e. A happier life
- f. The ability to build stronger relationships
- g. The ability to work better

#### Demographics

How old are you?

1. 18-25
2. 26-34
3. 35-54
4. 55-64
5. 65 or over

What is your gender?

- Female
- Male

What is your nationality?